српски

Serbian

Language Guide

November 05, 2015
Serbian 1.1
© 2015 by Intellectual Reserve, Inc. All rights reserved.
This document may contain proprietary intellectual property that may not be used or shared without proper written consent.

Serbian
Recommended Grammar Sequence

Introduction **2**
Grammar Sequence
The Verb “To Be” (бити); Negation 8
Forming Questions 10
Verb Conjugation 12
Reflexive Verbs 14
Divisions in the Day/Evening; Telling time 16
Present Tense 18
Past Tense 20
Future Tense 22
Conditional 24
Nominative Case 26
Possessive Adjectives 28
Accusative Case 30
Dative/Locative Case 32
Location vs Motion 34
Genitive Case; Possession “Of” 36
Numbers (Genitive) 38
Quantity Words 40
Instrumental Case 42
Possessive Pronominal Adjectives 44
Demonstrative Adjectives and Pronouns 46
Imperative 48
Like This, That etc. & Comparatives and Superlatives 50
Comparison 52
Perfective/Imperfective 54
Adverb Formation 56
Passive vs. Active Voice 58
Future II 60
Требати 62
Ifs (Ако, Да) 64
Ifs (Да ли, Уколико) 66
Conjunctions (Како би) 68
Conjunctions (Prepositions) 70
Conjunctions (Који) 72
Conjunctions (Which) 74
Verbal Adverbs 76
Aorist Tense 78
Appendix **80**

[Introductory Material]

MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

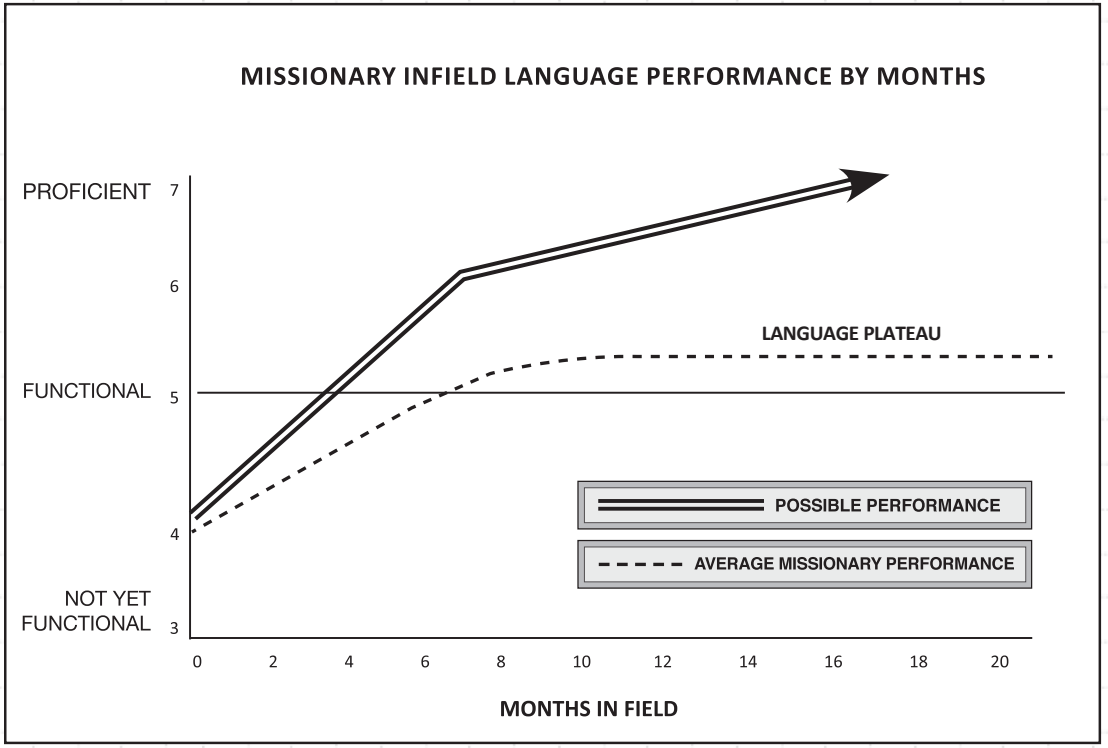
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



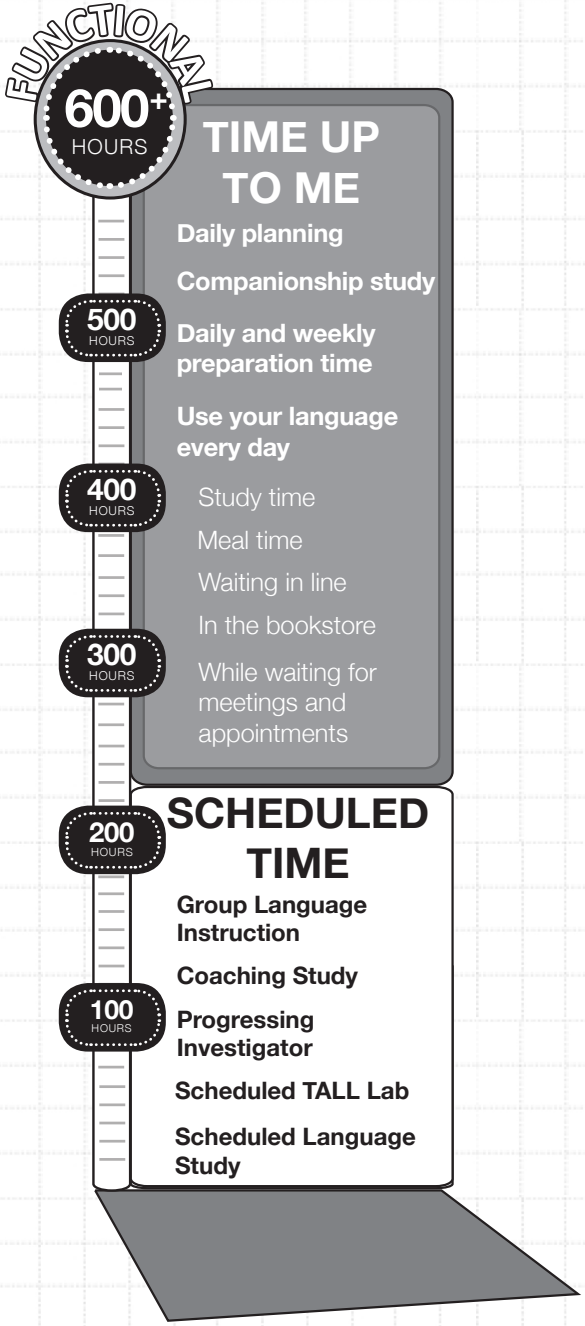
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

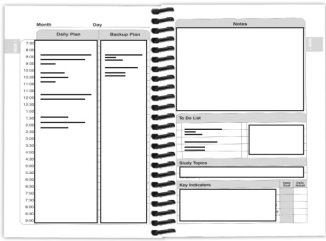
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [HOW]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?

[WHEN]

Month January Day 15 Tuesday

	Daily Plan	Backup Plan
7:00	Breakfast/add. study	SYL
8:00	Progressing Inv.	Listen for words & look them up
9:00	Fundamental - Bible of Holy Ghost	
9:30		
10:00		
10:30	Coaching Missionary Sr.	Error correction & suggestions
11:00	Personal study	
11:30		
12:00	Lunch SYL	
12:30		
1:00	Language study	
1:30		
2:00	Class ~ Comp. study	Practice for TRC (grammar correction)
2:30		
3:00	TRC - Restoration	
3:30		use what I studied
4:00	Coach. Missionary study	
4:30		
5:00	Dinner [memorize while in line]	
5:30		
6:00	Gym	
6:30		
7:00		
7:30	TALL - MTC core grammar	
8:00		
8:30	Additional study	Comp. language quiz
9:00	Daily planning	Eval. goals, plan language for tomorrow

WEEK 3

Notes

New words
Molitva
Bog
Vjera

WEEK 3

To Do List

- Correct 20+ errors
- Memorize: 1 scripture, 15 words, & 6 phrases

Study Topics

Personal	
Companion	

Key Indicators		Daily Goal	Daily Actual
Lessons taught to investigators with a member present			
Other lessons taught			
Referrals	Received		
	Contacted		
New investigators			

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend, "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

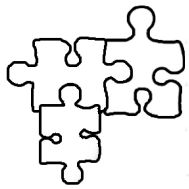
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

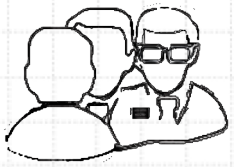


STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD———

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

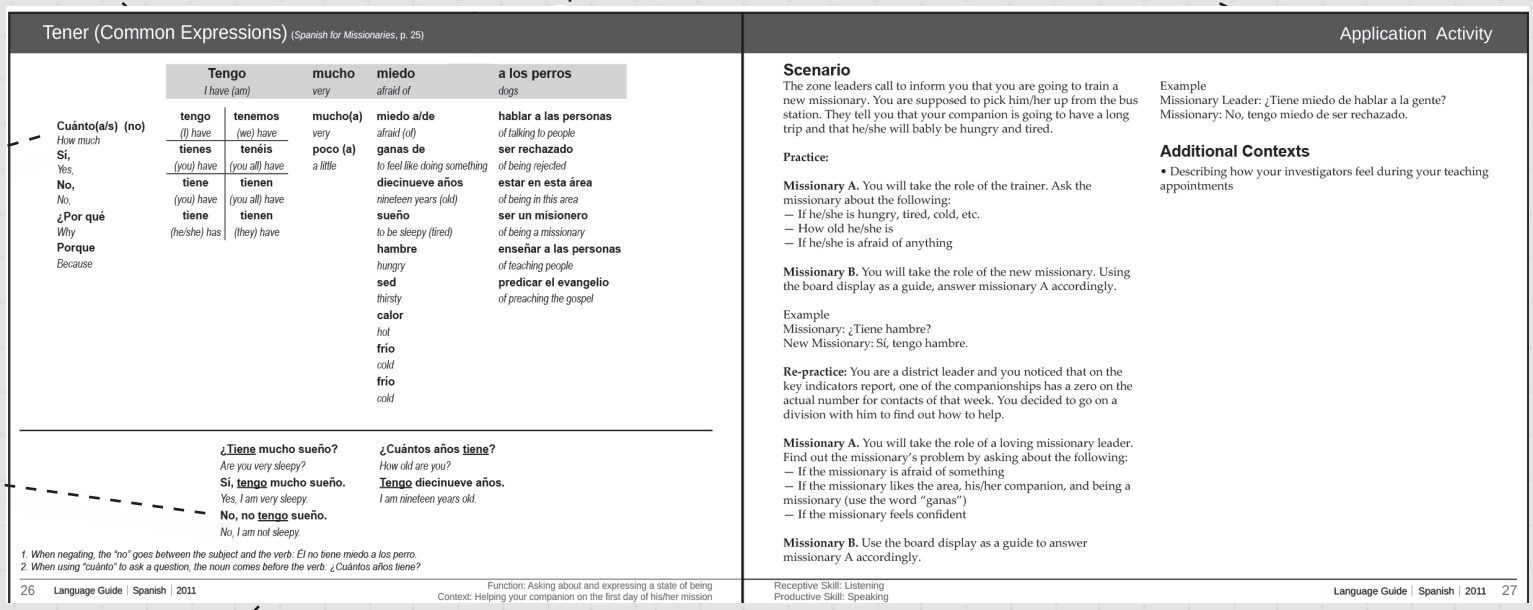
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

26 Language Guide | Spanish | 2011

Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

Language Guide | Spanish | 2011 27

QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

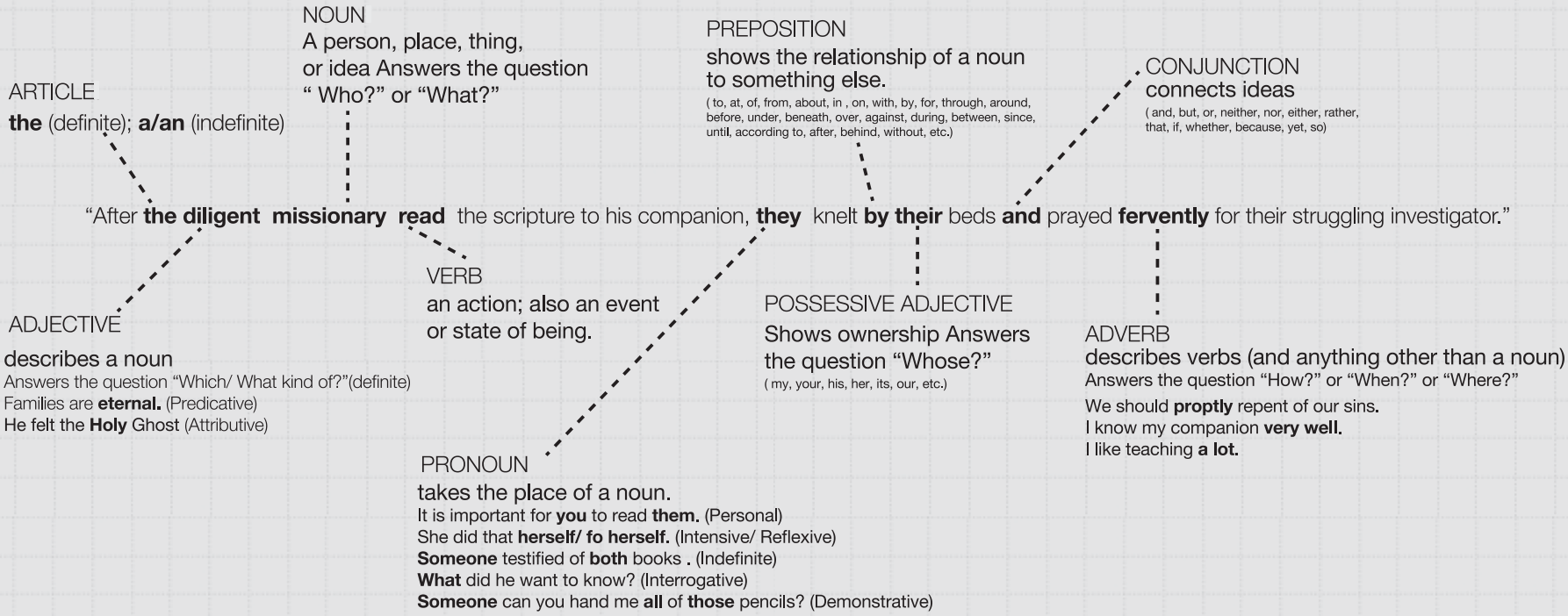
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

The Verb “To Be” (бити); Negation

Ja	**сам**	**мисионар.**
I	*am*	*a missionary.*

Да *Yes,*
Не *No,*

Ja *I*	**Ми** *We*
Ти *You (singular/informal)*	**Ви** *You (plural/formal)*
Он *He* **Она** *She*	**Они** *They*

Personal Pronouns

ни- *not*

бити *to be*

сам *(I) am*	**смо** *(we) are*
си *(you) are*	**сте** *(you) are*
је *(he/she/it) is*	**су** *(they) are*

**Consonant Softening*

К --> Ц
Г --> З
Х --> С

?

singular

мисионар *missionary*
мисионарка *sister missionary*
човек *man*
син *son*
пророк *prophet*
сестра *sister*

plural

мисионари *missionary*
мисионарке *sister missionaries*
људи *people*
синови *son*

Ти си мисионарка.
You are a (fem.) missionary.
Синови смо.
We are sons.
Ви нисте браћа.
You're not brothers

Он је човек.
He is a man.
Чланови су.
They are people.
Ја нисам мисионарка.
I’m not a (fem.) missionary.

Note: NEVER begin a sentence with бити (i.e. сам мисионар, си сестра, etc.), unless using negation of бити (i.e. нисам мисионар, ниси сестра).
Whenever a word ends with “и**“ and one of the base consonants, they change pertaining to said consonant.*

Function:Asking about and expressing a state of being
Context:Introducing self and others

Scenario

You and your companion are walking towards your next appointment. On your way you notice a young man around 19 year's old sitting on the sidewalk up ahead. As you walk you realize that he's been watching you and when you are close enough he signals for you to come over. He asks, "I've seen you guys walking around. Who are you?"

1. Practice: In pairs, have one missionary take the role of the young man and the other fill the role of the missionary. Have the missionary practice talking about who he is and the young man asks questions. In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: Now the young man asks "who are God and Jesus Christ?" Practice explaining:
-Who God is …
-Who Jesus Christ…
-Who the young man is …

Forming Questions

Да ли	је	Исус Христ	Спаситељ.
	Is	*Jesus Christ*	*the Savior.*

?

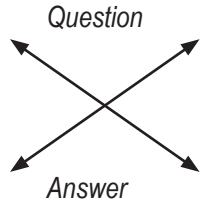
Да ли...?
Question Particle
Да,
Yes
Зар...?
Asking as a matter of fact
Не,
No

ни-
not

сам *am*	**смо** *are*
си *are*	**сте** *are*
је *is*	**су** *are*

ја *I*	**ми** *we*
ти *you*	**ви** *you*
он *he* **она** *she*	**они** *they*

**For emphasis only*



Бог
God
Вођа Подручја
District Leader
Председник Огранка
Branch President
Свети Дух
Holy Ghost
Учитељ
teacher
Председник Мисије
Mission President

мисионар(и)
missionary(ies)
мисионарка(ке)
fem. missionary(ies)
члан(ови)
member(s)
чланица(це)
fem. member(s)
Откупитељ
Redeemer
Небески Отац
Heavenly Father
Истраживач(и)
Investigator(s)
утешитељ
comforter

Да ли сам Вођа Подручја?
Am I the District Leader?
Да, ти си Вођа Подручја.
Yes, you're the District Leader.
Не, ниси Вођа Подручја.
No, you're not the District Leader

Да ли је он Председник Огранка?
Is he the Branch President?
Да, Председник Огранка је он.
Yes, he's the Branch President.
Не, он није Председник Огранка.
No, he's not the Branch President.

Note: To form a question, «да ли» must be placed at the beginning of the sentence except when asking as a matter of fact, then use «зар». However, when using «зар», the sentence must be nagated (i.e. Зар нисам учитељ? Aren't I the teacher?) When answering a question, put the subject in front of бити.

Function:Asking about and expressing a state of being
Context:Identifying self and others

Scenario

You just arrived in Београд as a new missionary. Your companion has served in the city for several transfers
already. Today is your first Sunday in the Београд branch. You ask your companion questions to find out whom different
people are (members, investigators, Branch President, etc.)

1. Practice: In pairs, have one missionary take the role of the new missionary and the other fill the role of the senior companion. Have the new missionary ask questions about the people he "sees" (possibly place pictures of people around the room). The senior companion answers his questions. In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: Now have the senior companion quiz the new missionary about who is who in the branch.

Additional Scenario(s)

• Дарко is an investigator you've been working with for quite a while. Today is his first time at church. He asks questions about whom people are and you answer his questions.

• Assign each missionary an "identity" (Branch President, district leader, member, investigator, etc.). Give each missionary a paper with a list of "identities" with a spot to put the name of the missionary who is that "identity". Have the missionaries get up and walk around asking each other if they are a member, investigator, etc. When they find out who someone is, they fill it out on their paper. They keep going until they have filled out who everybody is.

Verb Conjugation

Ja		**нађем**			**истину.**
I		*find*			*truth.*

Да ли...? *Question Particle*
Да, *Yes*
Зар...? *Asking as a matter of fact*
Не, *No*

Ja *I*	**Ми** *We*
Ти *You*	**Ви** *You*
Он *He* **Она** *She*	**Они** *They*

не *not*

Мормонова Књига *The Book of Mormon*
Небески Отац *Heavenly Father*
Исус Христ *Jesus Christ*
Људи *People/men*
Пророци *Prophets*
Света Писма *The Scriptures*
Библија *The Bible*

знати *to know*
слушати *to listen*
читати *to read*
сведочити *to testify*
желети *to want/desire*
волети *to like*
чути *to hear* **j +**
наћи *to find* **ћ +**
писати *to write* **ш +**
веровати *to believe*
очекивати *to expect*

-ати	
-ам	**-амо**
-аш	**-ате**
-а	**-ају**

-ити	
-им	**-имо**
-иш	**-ите**
-и	**-е**

-ети	
-ем	**-емо**
-еш	**-ете**
-е	**-у**

-ивати/-овати	
-ујем	**-ујемо**
-ујеш	**-ујете**
-ује	**-ују**

Христово учење *Christ's teaching*
истину *truth*
друге *others*
јеванђеље *the gospel*
веру *faith*
послушност *obedience*
покајање *repentance*
о Христу *of (about) Christ*

?

Да ли Мормонова Књига сведочи о Христу?
Does The Book of Mormon testify about Christ?
Да, Мормонова Књига сведочи о Христу.
Yes, The Book of Mormon testifies about Christ.
Не, Мормонова Књига не сведочи о Христу.
No, The Book of Mormon doesn't testify about Christ.

Note: Replace the underlined ending with the proper verb ending.

Function:Asking about and describing actions and events
Context:Contacting others and sharing a message about Christ

Scenario

You are contacting in the park before a lesson and talking to everyone you see about your message.

1. Practice: Take a few minutes to think about what you might say to people. Use the words and grammar used in this board display as well as any other that you have already learned. Half of the missionaries play the part of people in the park and the other half contacts them.

2. Re-practice: Switch roles; those who were missionaries become people in the park.

Additional Scenario(s)

You tract into a young family who is just leaving their apartment, but they are curious about your
message and want to know what you believe. You have 5 minutes to share a message with the family.

Reflexive Verbs

Ја		**се молим**	**за понизност.**	
I		*pray*	*for humility.*	

Да ли...?
Question Particle
Да,
Yes
Зар...?
Asking as a matter of fact
Не,
No

Ја *I*	**Ми** *We*
Ти *You*	**Ви** *You*
Он *He* **Она** *She*	**Они** *They*

Људи
People/Men
Пророци
Prophets

не
not

молити се
to pray
питати се
to wonder
наћи се
to meet

о Џозефу Смиту
about Joseph Smith
о Мормоновој Књизи
about the Book of Mormon
Богу
To God
с њима / мисионарима/ нама
with them / missionaries / us
о Исусу Христу
Jesus Christ
за стрпљење /понизност / помоћ
for patience / humility / help

?

Да ли се молиш Богу?
Do you pray to God?
Да, ја се молим Богу.
Yes, I pray to God.
Не, не молим се Богу.
No, I don't pray to God.

Да ли се нађемо с мисионарима?
Do we meet with the missionaries?
Да, нађемо се с мисионарима.
Yes, we meet with the missionaries.
Не, ми се не нађемо с мисионарима.
No, we don't meet with the missionaries.

Note: "ce" is enclitic and cannot begin the sentence

Function:Asking about and expressing desire, need, preference, ability, intention, or purpose
Context:Becoming familiar with your investigators

Scenario

You have a lesson with an old investigator whose number you found in the area book. The progress record wasn't
filled out very well and consequently you know very little about this individual. You want to take some time to get to know this investigator so you'll be better able to meet his/her needs.

1. Practice: Think about some things that would be helpful to know about this investigator so that you can better teach them. Take some time to come up with and write down questions that you might want to ask him/her. Focus on correctly using reflexive verbs in your questions.
In pairs, have one missionary be the investigator as his/her companion gets to know them.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

You have just taught an investigator about Joseph Smith and the Book of Mormon. Using reflexive
verbs, tell your investigator how you gained a testimony.

Divisions in the Day/Evening; Telling time

Имамо лекцију	**у**	**петак**	**у**	**шест**	**сати**	**у**	**вече.**	
We have a lesson	*on*	*Friday*	*at*	*6*	*(hour)*	*in the*	*evening.*	

Да ли...?
Question Particle
Да, *Yes* **не** *not*
Зар...?
Asking as a matter of fact
Не,
No
У колико сати...?
At what time...?

Имамо		**понедељак**		**један**			**вече**	?
лекцију/састанак/		*Monday*		*one*		**у**	*evening*	
богослужење...		**уторак**		**два**		*in*	**јутру**	
We have a lesson/meeting/church...		*Tuesday*		*two*	**сата**		*morning*	
Проучавамо...	**у**	**среду**	**у**	**три**	*hour*			
We study...	*on*	*Wednesday*	*at*	*three*				
Планирамо...		**четвртак**		**четири**			**по подне**	
We plan...		*Thursday*		*four*			*afternoon*	
Идемо у цркву...		**петак**		**пет**				
We go to church...		*Friday*		*five*				
Има активност...		**суботу**		**шест**				
There is an activity...		*Saturday*		*six*				
Чистимо...		**недељу**		**седам**				
We clean...		*Sunday*		*seven*	**сати**			
Можемо да се нађемо...		**сваки дан**		**осам**	*hour*			
We can meet...		*every day*		*eight*				
		дневно		**девет**				
		daily		*nine*				
		недељно		**десет**				
		weekly/every Sunday		*ten*				

У колико сати имамо састанак?
At what time do we have the meeting?
Имамо састанак у три сата по подне.
We have the meeting at three in the afternoon.

Да ли идемо у цркву недељом у десет сати у јутру?
Do we go to church every Sunday at ten in the morning?
Да, идемо у цркву недељом у десет сати у јутру.
Yes, we go to church every Sunday at ten in the morning.
Не, идемо у цркву недељом у осам сати у јутру.
No, we go to church every Sunday at eight in the morning.

Function:Asking and answering questions of time, date, and location
Context:Weekly planning and setting up appointments

Scenario

You and your companion are having nightly planning. Discuss the plans and meetings that you have for the following day.

1. Practice: Take a minute to think about what activities you have scheduled for the following day. Look up any additional needed vocabulary. Ask and answer questions about your plans for the next day.

2. Re-practice: Discuss the plans and activities that you have for the entire week.

Additional Scenario(s)

You want to try and meet with some less-active members. Call two people and set up appointments to meet later in the week. Switch roles and re-practice.

Present Tense

Ja			знам	да	нађем	истину.
I			*know*	*(how) to*	*find*	*truth.*

?

Да ли...?
Question Particle
Да,
Yes
Зар...?
Asking as a matter of fact
Не,
No

Ja	Ми
I	*We*
Ти	**Ви**
You	*You*
Он	
He	**Они**
Она	*They*
She	

Истраживачи
Investigators
Мисионари
Missionaries
Учитељи
Teachers
Људи
People/Men
Пророци
Prophets

не
not

знати
to know
желети
to want/desire
***моћи**
to be able to (can)
морати
to have to (must)
треба
need (always треба*)*

да

наћи
to find

Христово учење
Christ's teaching
инстину
truth
одговоре
answers
утеху
comfort
јеванђеље
the gospel
Бога
God
Исуса Христа
Jesus Christ

*моћи	
-гу	-жемо
-жеш	-жете
-же	-гу

Да ли могу пророци да подучавају истину?
Can prophets teach truth?
Да, могу да подучавају истину.
Yes, they can teach truth.
Не, не могу да подучавају истину.
No, they can't teach truth.

Да ли знаш да учим Христово учење?
Do you know that I'm learning Christ's teaching?
Да, знам да учиш Христово учење.
Yes, I know that you're learning Christ's teaching
Не, не знам да учиш Христово учење.
No, I don't know that you're learning Christ's teaching

Note: "да" is the "connector" to the two verbs in the present tense. It makes it so one can have many users of different verbs. (ex. I know that YOU read.) YOU read and I know it.

Function:Asking about and describing actions and events
Context:Discussing investigators' progression

Scenario

You have been meeting with your investigator for several weeks now, but they are not progressing very quickly
and you want to find out where they are. Ask questions to find out how he/she is progressing.

1. Practice: Think about what questions you could ask that would help you learn more about the needs of your
investigator. Look up any additional words that you need. In pairs, one missionary be the investigator as his/her companion asks him/her questions.

2. Re-practice: Switch roles, then rotate practice companions and repeat the activity.

Additional Scenario(s)

Past Tense

Да ли...?
Question Particle
Да,
Yes
Зар...?
Asking as a matter of fact
Не,
No

Да ли **си** **добио** **позив?**
Did you *receive* *a calling?*

?

ни-
not

сам *am*	**смо** *are*
си *are*	**сте** *are*
је *is*	**су** *are*

мо<u>ћ</u>и +г *can*
и<u>ћ</u>и +ш *to go*
до<u>ћ</u>и +ш *to come*

	Sing	Plural
M	**-ао**	**-ли**
F	**-ла**	**-ле**
N	**-ло**	**-ла**

irregular

доби<u>ти</u>
to get/receive
прими<u>ти</u>
to receive
је<u>сти</u>
to eat
да<u>ти</u>
to give
подучава<u>ти</u>
to teach
моли<u>ти</u> се
to pray
благослови<u>ти</u>
to bless
жел<u>е</u>ти +и
to want
би<u>ти</u>
to be

	Sing	Plural
M	**-ао**	**-ли**
F	**-ла**	**-ле**
N	**-ло**	**-ла**

Мормонову Књигу
The Book of Mormon
благослов
blessing
храну
food
сведочанство
testimony
Богу
to God
људе
people
за веру / стрпљење
for faith / patience
о вери / Исусу Христу
about faith / Jesus Christ
мисионар(и)
missionary(ies)
мисионрка
sister missionary

Да ли смо јели храну?
Did we eat food?
Да, јели смо храну.
Yes, we ate food.
Не, нисмо јели храну.
No, we didn't eat food

Да ли је он дао благослов?
Did he give a blessing?
Да, он је дао благослов.
Yes, he gave a blessing.
Не, он није дао благослов.
No, he didn't give a blessing.

Note: Just like in verb conjugating, replace the underlined ending with one of the past tense endings. This is the only tense that will use the verb "to be" with another verb in the sentence or context.

Function:Asking about and describing actions and events
Context: Interacting with members and investigators

Scenario

You were just transferred to a new area and are meeting with one of your investigators for the first time. Горан is a
23-year old student studying engineering at the university. He was baptized Catholic, but religion was never a big part of his life growing up. You want to know what he has been taught and the previous missionaries had him do.

1. Practice: In pairs, have one missionary take the role of Горан while the other missionary asks questions to find out more about him. In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: Now have the two missionaries switch roles and practice the scenario again.

Additional Scenario(s)

Дамир has been meeting with the missionaries for several weeks now. At the beginning of his lesson,
ask Дамир about his week and follow-up on commitments-what did he read, what did he think, did he come to church, etc.

Future Tense

Да ли	ћеш	да	читаш	Мормонову Књигу.
	Will you		*read*	*The Book of Mormon.*

?

Да ли...?
Question Particle
Да,
Yes
Зар...?
Asking as a matter of fact
Не,
No

хтети
Future Tense/to want

***не-** *not*	**ћу** *I will*	**ћемо** *we will*
***хо-**	**ћеш** *you will*	**ћете** *you will*
****verb-** *without* **“-ти“**	**ће** *he/she/it will*	**ће** *they will*

Enclitic

да

добити
to get
примити
to receive
доћи
to come
читати
to read
молити се
to pray
наћи се
to meet
крстити се
blessing

Мормонову Књигу
The Book of Mormon
благослов
blessing
Света Писма
Scriptures
Богу
to God
са нама
with us
у цркву са нама
to church with us
о Џозефу Смиту
about Joseph Smith
о Мормоновој Књизи
about the Book of Mormon
о овим стварима
about these things

** „хо“and „не“ are added as prefixes to emphasize or begin a sentence and to negate, respectively.*

*** enclitic „хтети“ can be added to the end of a verb to have the same meaning; conjugated the same as for present tense, but with the „хтети“ ending. (ex. примићу, даћемо, благословиће, etc.)*

The future tense (хтети) is treated just like a regular verb; ways to conjugate shown.

Да ли ћете да дођете у цркву са нама?
Will you come to church with us?
Да, доћићу у цркву са вама.
Yes, I will come to church with you.
Не, нећу да дођем у цркву са вама.
No, I won’t come to church with you.

Да ли ће он да се крсти?
Will he get baptized?
Да, крстиће се он.
Yes, he’ll get baptized.
Не, он неће да се крсти.
No, he won’t get baptized.

Function:Asking about and describing actions and events
Context:Extending commitment invitations

Scenario

Зоран is a less-active member in Нови Сад. He works full-time and has a young family to take care of. He says he
still has a testimony, but just doesn't have time to do all the things the church requires. You have a good lesson with him
about the blessings we receive from God when we are obedient and keep the commandments. Now you want to commit Зоран to do certain things which will help him come closer to Christ.

1. Practice: Working in pairs, take a few minutes to discuss what Зоран needs to do to and what commitments you might give him. Look up any additional vocabulary you might need.
Again, working in pairs, have one missionary play the role of Зоран while the other plays the part of the
missionary. Extend several commitments to Зоран using future tense.

2. Re-practice: Switch roles and repeat the activity.

Additional Scenario(s)

You are tracting and meet Мирослав, he seems very interested in what you have to say. Extend
commitments to him which will help him before you return to teach him more next week.

Conditional

Ја		**бих**	**хтео**	**да**	**сазнам више.**
I		*would*	*want*		*to find out more.*

?

Да, *Yes,*
Не, *No,*
Да ли...? *Question Particle*

Ти			**знати**		**истину**
You		**Would**	*to know*		*truth*
Он/Она		**бих** / **бисмо**	**поделити**		**јеванђеље**
He/She		*I* / *we*	*to share*		*the Gospel*
Ми	**не**	**би** / **бисте**	**рећи**		**Мормонову Књигу**
We	*not*	*you* / *you*	*to say*		*The Book of Mormon*
Ви		**би** / **би**	**доћи**		**у цркву**
You		*he/she/it* / *they*	*to come*		*to church*
Они		*enclitic*			
They					

Could	**моћи***(past tense)* + **би** + *verb (inf.)*
Should	**требало** + **би** + *verb (inf.)*

	Sing	*Plural*
M	**-о**	**-ли**
F	**-ла**	**-ле**
N	**-ло**	**-ла**

Past tense

Да ли бисмо могли да поделимо више с вама?
Could we come and share more with you (formal/plural)?
Да, могли бисте да поделите више с нама.
Yes, you could share more with us.
Не, небисте могли да поделите више с нама.
No, you couldn't (can't) share more with us.

With "could" and "should", the modal verbs are in the L-participle (past tense).

Function: Asking about and expressing desire, need, preference, ability, intention, or purpose
Context: Setting up an appointment

Scenario

You and your companion stopped a young mother, named Maja on the street. You spent a few minutes talking to
her about whom you are and why you're here. She seems interested in religion and what you have to say. You want to find out if she'd be interested in learning more and if so set up an appointment to meet with her another time.

1. Practice: In pairs, have one missionary take the role of the young mother and the other fill his role as the missionary. Have the missionary practice asking if the woman would be interested in learning more and setting up an appointment with her to meet. In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: Now the mother's husband, Бранко, joins her and you ask if together they would be interested in learning about the church and set up an appointment to meet.

Additional Scenario(s)

You want to try and meet with Жељко, a less-active member. You call him up and ask if he'd be
interested in meeting and then set up an appointment to visit him.

Nominative Case and Gender

Да ли	сам	ја	добар	мисионар?	?
	Am	*I*	*a good*	*missionary?*	

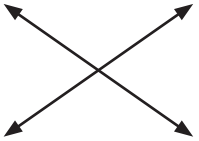
Да ли...?
Question Particle
Зар...?
Asking as a matter of fact
Да,
Yes,
Не,
No,

	сам *am*	**смо** *are*
ни- *not*	**си** *are*	**сте** *are*
	је *Is*	**су** *are*

ја *I*	**ми** *we*
ти *you*	**ви** *you*
он *he* **она** *she*	**они** *they*

(For emphasis only)

Question



Answer

ово *this*
то *that*

Adjectives	*Gender*	*(singular)*	*(plural)*
доб<u>ар</u>*		**мисионар**	**мисионари**
good	*(masc)*	*missionary (masc)*	*missionaries (masc)*
сре<u>ћан</u>*		**члан**	**чланови**
happy		*member (masc)*	*members (masc)*
туж<u>ан</u>*		**мисионарка**	**мисионарке**
sad	*(fem)*	*missionary (fem)*	*missionaries (fem)*
див<u>ан</u>*		**чланица**	**чланице**
wonderful		*member (fem)*	*members (fem)*
висок		**јеванђеље**	**јеванђеља**
tall	*(neu)*	*gospel*	*gospels*
мал<u>и</u>		**свето писмо**	**света писма**
short/small		*scripture*	*scriptures*
		реч	**речи**
	(fem. 4th)	*word*	*words*
		радост	**радости**
		joy	*joys*

Да ли су дивни чланови?
Are the members wonderful?
Да, дивни су чланови.
Yes, the members are wonderful
Не, нису чланови дивни.
No, the members aren't wonderful.

	Singular		Plural	
	adj.	*noun*	*adj.*	*Noun*
M	**и/-**	**и**	**и**	**и**
F	**а**	**а**	**е**	**е**
N	**о/е**	**о/е**	**а**	**а**
F^{4th}	**а**	**--**	**е**	**и**

**The underlined endings and other adjectives that follow this pattern drop the last vowel when taking an ending. Ex: добар --> добра*

Function: Asking about and expressing a state of being
Context: Asking about members and the gospel

Scenario

You are new in your area and are meeting with the branch president to discuss the needs of some of the members
and less-actives. Ask questions about the people you saw at church.

1. Practice: In groups of two, have one missionary play the part of the branch president while the other plays the part of the new missionary. Take turns asking and answering questions about the members/ people at church.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Your investigator came to church for the first time today, before the meeting starts, the investigator has
lots of questions about who everybody is. Answer your investigators questions and describe the people at the meeting.

Possessive Adjectives

Ја	**сам**	**његов**	**син.**
I	*am*	*his*	*son.*

Да ли...?
Question particle
Да,
Yes
Не,
No

Ја *I*	**Ми** *We*		**сам** *am*	**смо** *are*		**мој** *my*	**наш** *our*	**отац** *father*
Ти *You*	**Ви** *You*	**ни-** *not*	**си** *are*	**сте** *are*		**твој** *your*	**ваш** *your*	**брат** *brother*
Он *He*	**Они**		**је**	**су**		**његов** *his*		**сарадник** *companion*
Она *She*	*They*		*is*	*are*		**њен** *her*	**њихов** *their*	**сестра** *sister*
						његов *its*		**мајка** *mother*
								сарадница *companion (f)*
								дете *child*
								деца *children*

?

Ти си брат мој.
You are my brother.
Ми смо његова деца.
We are his children.
Ви нисте моја мајка.
You're not my mother.

Да ли је он твоје дете.
Is he your child?
Да, он је моје дете.
Yes, he is my child.
Не, он није моје дете.
No, he's not my child.

Whatever gender or case the noun has or is in is the gender and case the possessive adjective takes.

Function: Asking about and expressing possession or ownership
Context: Expressing relationships

Scenario

You set up an appointment with a part-member family to have an FHE together. You want to focus the evening on
families and the importance of them. In order to get to know each other better, you share family pictures and talk about who everybody is in the pictures.

1. Practice: Take a few minutes to find or draw a family picture. Using possessive adjectives figure out how to describe who everybody is.
Working in pairs, take turns showing your pictures and describing who everybody is. Focus on using
possessive adjectives correctly.

2. Re-practice:

Additional Scenario(s)

Teach about our relationship to God.

Accusative Case

Учитељ		**чита**	**добре**	**књиге.**
The Teacher		*reads*	*good*	*books*

?

Да ли...?
Question Particle
Зар...?
Asking as a matter of fact
Да,
Yes,
Не,
No,

Учитељ		**проповеда**	**дива<u>н</u>***	**Мормонова Књига**
Teacher		*preaches*	*wonderful*	*The Book of Mormon*
Исус Христ	**не**	**благослови**	**одличан***	**света писма**
Jesus Christ	*don't*	*blesses*	*great*	*The scriptures*
Бог		**пева**	**Христов**	**књига**
God		*sings*	*Christ's*	*book*
Пророк		**чита**	**Божји**	**порука**
Prophet		*reads*	*God's*	*message*
Отац		**подели**	**леп**	**деца**
Father		*shares*	*nice*	*children*
Мајка		**учи**	**срећан***	**јеванђеље**
Mother		*learns*	*happy*	*gospel*
		зна	**радостан***	**песма**
		knows	*joyful*	*song*
		воли	**добар***	**човек**
		loves	*good*	*man*
				Исус Христ
				Jesus Christ
				живот
				life

Note: *This is the "direct object" case, meaning "what" or "whom" is the verb taking action upon?*

(Ex. I read "what"? I read "a book")

**The adjectives ending in "ан" apply the "fleeing a" principle and the underlined portions of the words are the parts replaced or added to the word by the accusative case.*

Да ли пророци поделе дивне поруке?
Do prophets share wonderful messages?
Да, поделе дивне поруке.
Yes, they share wonderful messages.
Не, они не поделе дивне поруке.
No, they don't share wonderful messages.

	Singular		*Plural*	
	adj.	*noun*	*adj.*	*noun*
M	**ог/ег** **и/-**	**а** **-**	**е**	**е**
F	**у**	**у**	**е**	**е**
N	**о/е**	**о/е**	**а**	**а**
F4th	**е**	**-**	**е**	**и**

Function: Asking about and expressing desire, need, preference, ability, intention, or purpose
Context: Teaching about the roles of missionaries, God, Jesus Christ, and prophets

Scenario

While you are out finding, you meet Бранко/Бранка, who claims to be against all organized religion. He/She is
very interested in who you are and what you do as missionaries. Introduce yourselves and talk about what you do as
missionaries. Бранко/Бранка also thinks that God and Jesus Christ have no role in our lives, they are just distant spectators. Share your testimony about God and Jesus Christ and what they do.

1. Practice: With your companion, discuss the principles that would be important to teach Бранко/Бранка. Discuss what Бранко/Бранка needs to know, feel, and do following your teaching. Find one scripture that you will share to help teach this principle. Decide what additional vocabulary you'll need to meet Бранко's/Бранка's needs. Figure out how to correctly use accusative case as you teach and discuss.
Working in pairs, one missionary will introduce himself/herself and
talk about what missionaries do and also testify to his or her companion (Бранко/Бранка) about God and Jesus Christ. Read the scripture together and talk about the role of the Savior using the accusative case and as much of the vocabulary from the lesson as possible, plus other words you may know.

2. Re-practice: Now Бранко/Бранка is curious about the role of leaders/prophets and what they do in your church.
Switch roles and have one companion teach the other about what prophets do.

Additional Scenario(s)

On Friday night, the Sunday School President calls you and asks you to substitute on Sunday. He tells
you that the topic is families. You decide to talk about the examples of your family and what your mother and father do in your home. Write a short lesson plan using bullets describing what your parents do. Focus on using accusative case correctly and using simple bullet points to outline your lesson.

Dative/Locative Case

Људи		**иду**	**радосним**	**пекарама.**
People		*go*	*to joyful*	*bakeries.*

?

Да ли...?
Question Particle
Зар...?
Asking as a matter of fact
Да,
Yes,
Не,
No,

Људи		**иду**	**диван***	**црква**
People		*go*	*wonderful*	*church*
Други	**не**	**дођу**	**одличан***	**кућа**
Others	*don't*	*come*	*great*	*home*
Истраживачи		**стигну**	**Христов**	**мисија**
Investigators		*arrive*	*Christ's*	*mission*
Мисионари			**Божји**	**аутобуска станица**
Missionaries			*God's*	*bus station*
Они			**леп**	**пекара**
They			*nice*	*bakery*
Породице			**срећан***	**храм**
Families			*happy*	*temple*
			радостан*	**школа**
			joyful	*school*
			добар*	**предавница**
			good	*store*

Note: *This is the "indirect object" case, meaning "to what" or "to whom" is the verb taking action upon?*

(Ex. I give "to whom"? I give "to you")

**The adjectives ending in "ан", or "ар" apply the "fleeing a" principle. And the discolored highlighted letters are those which get replaced by the Dative/Locative Case.*

Да ли људи иду добрим црквама?
Do people go to good churches?
Да, они иду добрим црквама.
Yes, they go to good churches
Не, они не иду добрим црквама.
No, they don't go to good churches.

	Singular		Plural	
	adj.	*noun*	*adj.*	*noun*
M	**ом/ем**	**у**	**им**	**има**
F	**oj**	**и**	**им**	**ама**
N	**ом/ем**	**у**	**им**	**има**
F^{4th}	**oj**	**и**	**им**	**има**

Function: Asking about and describing actions and events
Context: Discussing where people go

Scenario

You just arrived in Сремска Митровица at the start of a new transfer. Your companion informs you that church
attendance has been very low lately. Discuss with your companion where people go on Sunday.

1. Practice: Take a few minutes to think about where people might go instead of church. Look up any additional
vocabulary words you might need.
In pairs have one missionary be the new companion and the other the Senior companion. Take turns asking and answering questions about where people go on Sunday.

2. Re-practice: You decide to talk to the Branch President about the church attendance problem. Take a minute to think of and look up more places that people might go on Sunday and then fill the roles of missionary and Branch president and discuss where people go.

Additional Scenario(s)

Your investigator Стјепан has been meeting with the missionaries for a few weeks now, but so far he
has not come to church at all. Discuss with him where he and his friends go on Sunday.

Location vs Motion

Да ли...?
Question Particle
Зар...?
Asking as a matter of fact
Да,
Yes,
Не,
No,

	Идемо *We go (are going)*		**у** *to (into)*	**цркву.** *church.* *(Accusative)*
не *don't*	**Идемо** *We go* **Дођемо** *We come* **Путујемо** *We travel*	*(Motion)*	**у** *into (places)* **на** *onto (places and events)*	**цркву** *church* **школу** *school* **час** *class* **богослужење** *(church) service*

?

ни-
not

	Ми смо *We are*		**у** *in*	**цркви.** *church.* *(Dative/Locative)*
Ја сам *I am*	**Ми смо** *We are*	*(Location)*	**у** *in (places)*	**цркви** *church*
Ти си *You are*	**Ви сте** *You are*			**школи** *school*
Он је *He is* **Она је** *She is*	**Они су** *They are*		**на** *on (places and events)*	**часу** *class* **богослужење** *(church) service*

Да ли смо у школи?
Are we in school?
Да, у школи смо.
Yes, we are in school.
Не, нисмо у школи.
No, we're not in school.

Да ли путујемо на час?
Are we traveling to class?
Да, путујемо на час.
Yes, we are traveling to class
Не, не путујемо на час.
No, we're not traveling to class.

Function: Asking and answering questions of time, date, and location
Context: Where are you going and where are you currently

Scenario

You have an appointment to meet with Жељко at the church at 15.30. It's 15.45 and he still hasn't showed up, call
him and find out where he is, where he's going and discuss where you can meet.

1. Practice: In pairs have one missionary be Жељко and the other the missionary.

2. Re-practice: Switch roles and practice again.

Additional Scenario(s)

Call and set up an appointment with a member. Ask about where they are, where they're going and
where you can meet.

Genitive Case; Possession “Of”

Ово	je	брат	мог	оца.
This	*is*	*the brother*	*of my*	*father.*

?

Да ли...?
Question Particle
Зар...?
Asking as a matter of fact
Да,
Yes,
Не,
No,

Ово
This
То
That
Оно
That (over there)

ни-
not

сам	смо
am	*are*
си	сте
are	*are*
је	су
is	*are*

брат
brother
муж
husband
жена
wife/woman
сестра
sister
пријатељ
friend
мајка
mother
књига
book
црква
church

мој	наш
my	*our*
твој	ваш
your	*your*
његов	
his	
њен	њихов
hers	*their*
његов	
its	

Masculine
мојег = мог
твојег = твог

сестра
sister
брат
brother
мајка
mother
отац
father
пријатељ
friend
рођак
cousin
породица
family
Бог
God
Исус Христ
Jesus Christ

Ја	Ми
I	*We*
Ти	Ви
You	*You*
Он Не	Они
Она She	*They*

Genitive Case	Singular		Plural	
	adj.	*noun*	*adj.*	*noun*
M	**or/er**	**а**	**их**	**а**
F	**е**	**е**	**их**	**а**
N	**or/er**	**а**	**их**	**а**
F^{4th}	**е**	**и**	**их**	**и**

Да ли је он муж сестре твоје?
Is he your sister’s husband (brother-in-law)?
Да, он је муж моје сестре.
Yes, he’s my sister’s husband (brother-in-law).
Не, он није муж моје сестре.
No, he’s my sister’s husband (brother-in-law).

Whenever one expresses possession or description of things using “of”, one uses the Genitive Case.
(Ex. We are missionaries of the Church of Jesus Christ of Latter-day Saints)
(Translation: Ми смо мисионари Цркве Исуса Христа светаца последњих дана)

Function: Asking about and expressing possession or ownership
Context: Expressing relationships

Scenario

You talked with Мирослав/Мира, a middle-aged person on the street yesterday and he/she was very interested in
the church's views on family. He/She agreed to meet today and talk more. When you get there he/she shows you pictures of his/her entire family and tells you about them. You happen to have a picture of your family that you pull out and show him/her.

1. Practice: Read "Addressing the Importance of Family" on p. 159 of Preach My Gospel and talk with your companion about how you can relate families to the message of the restoration. Think about what you can share with Мирослав/Мира and how you can say it. Look up any additional words.
Using genitive case Мирослав/Мира talks about his family while the missionary asks questions, then the missionary talks about his family.

2. Re-practice:

Additional Scenario(s)

The branch president asks you and your companion to take a minute in Sunday school and teach
about genealogy. You bring your family group sheet and talk about who everybody is.

Numbers (Genitive)

Имам	**два**	**брата.**	?
I have	*two*	*brothers.*	

Да ли...?
Question Particle
Да,
Yes
Зар...?
Asking as a matter of fact
Не,
No

Имати
To have

Немати
To not have

Numbers
једног
one (masc.)
једну
one (fem.)

два
two
две
two (only fem)
три
three
четири
four

пет
five

брата
brother
сестру
sister

брата
brothers (gen. sing.)
сестре
sisters (gen sing)

браће
brothers (gen pl)
сестара
sisters (gen pl)

Да ли имате једног брата?
Do you have one brother?
Да, имам једног брата.
Yes, I have one brother.
Не, немам ниједног брата, а имам једну сестру.
No, I don't a brother, but I have one sister.

Колико имате браће и сестара?
How many brothers and sisters do you have?
Имам једног брата и три сестре.
I have one brother and three sisters.
Имам пет браће и седам сестара.
I have five brothers and seven sisters

In Serbian, the number one acts as a normal adjective. The numbers 2, 3, and 4 force the noun they are quantifying into genitive singular and 5 – 20 force the noun into genetive plural. The cycle starts over at 21.

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Discussing number of siblings

Scenario

You just had dinner with a member and want to share a message about the importance of families. The member
asks how many members are in your family.

1. Practice: Think about how many people are in your family and how you can correctly say it in the language using
numbers correctly. In pairs, with one missionary acting as the member and the other the missionary. Ask and answer questions about how many people are in your family.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are contacting on the street focusing on families and handing out Family Proclamations. Stop
people and ask them how many brothers and sisters they have in their family.

Quantity Words

		Има	**много**	**приручника**	**у цркви.**
		There're	*many*	*manuals*	*in the church.*
Да ли...?		**Има**	**много**	**примерака Мормонове Књиге**	**у цркви**
Question Particle		*There is/are*	*many*	*copies of the Book of Mormon*	*in the church*
Да,	**не**	**Постоји**	**више**	**приручника**	**у стану**
Yes	*not*	*There exists*	*more*	*manuals*	*in the apartment*
Зар...?			**пуно**	**реклама**	**у другој соби**
Asking as a matter of fact			*a lot*	*advertisements*	*in the other room*
Не,			**доста**	**знакова**	**на полици**
No			*enough*	*signs*	*on the shelf*
			превише	**столица**	**на столу**
			too much/many	*chairs*	*on the table*
			неколико	**песмарица**	**у капели**
			a few	*hymnals*	*in the chapel*
			пар	**мисионарских карта**	**у канцеларији**
			a pair	*pass-a-long cards*	*in the office*

?

Да ли има доста столица у капели?
Are there enough chairs in the chapel?
Да, има доста столица у капели.
Yes, there are enough chairs in the chapel.
Не, нема доста столица у капели.
No, there aren't enough chairs in the chapel.

Да ли постоји више реклама у стану?
Are there more advertisements in the apartment?
Да, постоји више реклама у стану.
Yes, there are more advertisements in the apartment.
Не, не постоји више реклама у стану.
No, there aren't any more advertisements in the

The Genitive Case is associated with quantity words. Just place the noun being quantized into genitive following the quantity word.

Function: Asking and answering questions of quality, quantity, number, and sequence
Context: Searching for missionary materials

Scenario

You are new to the area and unfamiliar with the church building. Talk with the branch president, ward mission
leader, or your companion to find out where the missionary materials are kept and how many there are.

1. Practice: Think about what materials you might need to locate as a missionary. Look up any additional needed
vocabulary. In pairs, have the "new missionary" ask the "branch president, ward mission leader, or senior companion" where materials are kept.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Your mission president has come to take an inventory of the supplies you have. Tell him where
everything is kept and how much you have.

Instrumental Case

	Бог	ће	да	вас	благослови	Духом.
	God	*will*		*you*	*bless*	*with (by means of) the Spirit.*

Да ли...?
Question Particle
Зар...?
Asking as a matter of fact
Да,
Yes,
Не,
No,

Бог			**ме**	**благослови**	**страх**		*with fear*
God			*me*	*bless*	**мир**	**+ ом**	*with peace*
Исус	**ће**	**да**	**те**		**Дух**	*masc. singular*	*with the Spirit*
Jesus	*will*	*that*	*you*		**срећа**	**+ ом**	*with happiness*
Дух			**га**		**снага**	*fem. singular*	*with strength*
The Spirit			*him/it*		**стрпљење**	**+ ом/ем**	*with patience*
			ју		**вођство**	*neu. singular*	*with guidance*
			her		**дарови**	**+ има**	*with gifts*
			сотону		**одговори**	*masc. plural*	*with answers*
			Satan		**прилика**	**+ ама**	*with opportunities*
			нас		**жеља**	*fem. plural*	*with desires*
			us		**писма**	**+ има**	*with letters*
			вас			*neu. plural*	
			you				
			их				
			them				
			мисионаре				
			missionaries				
			све људе				
			all people				

?

Instrumental Case	Singular		Plural	
	adj.	*noun*	*adj.*	*noun*
M	**им**	**ом/ем**	**им**	**има**
F	**ом**	**и**	**им**	**ама**
N	**им**	**ом/ем**	**им**	**има**
F4	**ом**	**и/у**	**им**	**има**

Да ли ће ме Бог благословити страхом?
Will God bless me with fear?
Не, Бог неће те благословити страхом.
No, God will not bless you with fear.
Бог ће те благословити миром.
God will bless you with peace.

Да ли ће Бог благословити сотону снагом?
Will God bless Satan with strength?
Не, Бог неће га благословити снагом.
No, God will not bless him with strength.
Бог ће благословити мисионаре снагом.
God will bless missionaries with strength.

Function: Asking and answering questions of contrasting attitude, emotions, and feelings
Context: Promising blessings

Scenario

Давор is a busy college student who works full-time in addition to school. He is very interested in learning about
the church and says yes to everything you commit him to do. However, you've met with him twice already and he still hasn't read any of the Book of Mormon or prayed like he said he would.

1. Practice: Take a few minutes to think about how Давор needs to feel in order for him to take the time out of his busy schedule to read and pray. Find a scripture that you could share with Давор and think about what you might tell him. Look up any additional vocabulary words you might need to know.
One missionary plays the part of Давор and the other is the missionary. The missionary teaches Давор
about the promised blessings when we obey and testifies of how he has been blessed in his personal life.

2. Re-practice: The missionaries switch roles and practice again.

Additional Scenario(s)

Yesterday you committed Марко to baptism. He has a strong testimony and knows the church is true,
but today he tells you that he's just not sure if he wants to be baptized anymore. His parents are strong Catholics and not very supportive of his decision and he is not sure that he'll be able to live up to the covenants he'll make at baptism. Teach Марко of the blessings, the Lord promises to those who keep his commandments.

Possessive Pronominal Adjectives

Ово	**је**	**Христова**	**црква.**
This	*is*	*Christ's*	*Church.*

?

	је	**мисионаров**	**сарадник**
	is	*missionary's*	*companion*
Ово		**сестрин**	**речник**
This		*sister's*	*dictionary*
То		**председников**	**рад**
That		*president's*	*work*
Оно		**Мормонов**	**књига**
That (over there)		*Mormon's*	*book*
	су	***Божји**	**реч**
	is	*God's*	*word*
		очев	**супруга**
		Father's	*fem. spouse*
		истраживачев	**сведочанство**
		investigator's	*testimony*
		Христов	**учење**
		Christ's	*doctrine/teaching*

For all...
- *hard masc/neu consonant endings, add* **–ов**.
- *soft masc/neu consonant endings, add* **–ев.**
- *fem endings, remove* **„а"** *and add* **–ин**

***Божји** *is exceptional to the rule.*

Remember to add the gender, case, and singular/plural endings when making a noun possessive as it "becomes" an adjective.
(ex. мисионарова књнига or мисионарове књиге)

Да ли је ова књига очева?
Is this father's book?
Да, та књига је очева.
Yes, that is father's book.
Не, та књига је мајчина.
No, that is mother's book.

Scenario

You are cleaning up the church after an activity and there a lot of items that were left. You and your companion are
trying to figure out whose items belong to whom.

1. Practice: As pairs, look around the room and ask each other to whom certain objects belong. Take turns asking and answering questions. Try and identify as many objects in the room as possible and if needed use a dictionary to look up additional vocabulary.

2. Re-practice: Rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are talking to the man at the пекара. He is curious about whose church you belong to and what
you have to teach. Using possessive pronominal adjectives share with the man a little about the church and Book of Mormon.

Demonstrative Adjectives and Pronouns

Ова *This*		**књига** *book*		**је** *is*	**реч Божја.** *the word of God.*

?

Да ли…?
Question Particle
Да,
Yes
Не,
No
Зашто…?
Why
Зато што…
Because

Singular	**+ aj**	**стих** *verse*			**реч Божја** *the word of God*
Ов- *This*	**+ а**	**књига** *book*	**ни-** *not*	**је/су** *is/are*	**централни камен наше религије** *the keystone of our religion*
Т- *That*		**прича** *story*			**још једно сведочанство о Исусу Христу** *another testament of Jesus Christ*
Он- *That over there*		**глава** *chapter*			
	+ о	**свето писмо** *scripture*		**има/имају** *has/have*	**пунину јеванђеља** *the fullness of the Gospel*
Plural		**стихови**		**нема/немају**	**Христова учења**
	+ и	*verses*		*does not/do not have*	*Christ's teachings*
Ов- *These*		**књиге** *books*			**пророке** *prophets*
Т- *Those*	**+ е**	**приче** *stories*	**не** *doesn't*	**говори/говоре о** *talk/talks about*	**заповестима** *the commandments*
Ов- *Those over there*		**главе** *chapters*			**јеванђељу Исуса Христа** *the Gospel of Jesus Christ*
	+ а	**света писма** *scriptures*			**плану спасења** *the plan of salvation*

Да ли <u>онај</u> стих говори о Христу?
Does that verse talk about Christ?
Не, <u>онај</u> стих говори о плану спасења.
No, that verse talks about the Plan of Salvation

Да ли је <u>та</u> књига реч Божја?
Is that book the word of God?
Да, <u>ова</u> књига је реч Божја.
Yes, this book is the word of God.
Не, <u>ова</u> књига није реч Божја.
No, this book is not the word of God.

Зашто је <u>та</u> књига централни камен наше религије?
Why is that book the keystone of your religion?
Зато што <u>ова</u> књига има пунину јеванђеља.
Because this book has the fullness of the Gospel.

Function: Asking about and Describing Objects and People and their Characteristics (using biti)
Context: Describing the difference between the Book of Mormon and the Bible to an investigator

Scenario

Верица is the mother of one of the members in Нови Сад. She is a strong Catholic, but finally agreed to meet with
you. She reads the Bible daily and wants to know the difference between the Bible and Book of Mormon.

1. Practice: In pairs, have one missionary take the role of Верица and the other fill his role as the missionary. Have the missionary practice teaching Верица the difference between the Bible and Book of Mormon and Верица asks questions about their differences as well. In the meantime the teacher should be moving around among the missionaries encouraging and giving help when necessary. Or the teacher can play the part of Верица and a companionship can teach her together.

2. Re-practice: You contact Игор in a park where he is sitting and reading the Bible. He's never heard of the Book of
Mormon before. Teach Игор about the Book of Mormon by comparing it to the Bible.

Additional Scenario(s)

You are meeting with Иван, a recent convert and he asks why you use both the Book of Mormon and
Bible in church. Explain to him the difference between and importance of both books.

Imperative

Молимо	**вас,**	**читајте**	**Мормонову Књигу!**
We ask	*you*	*read*	*the Book of Mormon!*

Молимо **вас**
We ask *you*
Молим **те**
I ask *you*

(Please)

	пит ати		**питати**	
	to ask		*to ask*	
	чит ати		**читати**	
	to read		*to read*	
не	**заборав ити**	**немојте**	**заборавити**	
don't	*to forget*	*don't (you)*	*to forget*	
	до ћи + ђ (ети)	**немој**	**доћи**	
	to come	*don't (you)*	*to come*	
	мол ити се	**немојмо**	**молити се**	
	to pray	*don't (we)*	*to pray*	
	држ ати		**држати**	
	to hold/keep		*to hold/keep*	

(or)

?

Бога
God
о Мормоновој Књизи
about the Book of Mormon
у цркву
to church
нас
us
мене (ме)
me
њега (га)
him/it
Мормонову Књигу
The Book of Mormon
заповести
commandments
о Џозефу Смиту
about Joseph Smith

ати		**-ити**		**-ивати/-овати**		**-ети**	
--	**-ајмо**	**--**	**-имо**	**--**	**-ујмо**	**--**	**-имо**
-ај	**-ајте**	**-и**	**-ите**	**-уј**	**-ујте**	**-и**	**-ите**
--	**--**	**--**	**--**	**--**	**--**	**--**	**--**

Питајте Бога у име Исуса Христа!
Ask God in the name of Jesus Christ!
Не питај мене!
Don't ask me!
Немојте заборавити да дођете у цркву!
Don't forget to come to church!

Note: *For the first way to negate an imperative, replace the underlined parts with the appropriate verb endings. (ex.* **пит ати to пит aj***)*

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Extending commitment invitations

Scenario

You met Славко through English classes and he agreed to meet with you. You taught him a first lesson and it went
really well, he seems very receptive to your message and excited to learn more. You gave him several commitments
throughout the lesson and you want to review them with him before you leave.

1. Practice: Working in pairs, take a few minutes to discuss what commitments would be important for Славко. Look up any additional vocabulary words you might need. Again, working in pairs, have one missionary play the role of Славко while the other plays the part of the missionary. Using imperatives, tell Славко what he needs to do this week as well as some things he shouldn't do.

2. Re-practice: You've met with Славко several more times and he just committed to be baptized. Switch roles and have the missionary review with Славко what commitments he should be keeping in order to prepare for his baptism as well as anything he should not be doing.

Additional Scenario(s)

You met Станислав in the library while writing your email home on preparation day. He has heard a
little about the church and is very curious about "the rules". A few lessons later, you are teaching Станислав about the Word of Wisdom, tell him what things he can and can't eat.

You meet Миро in the park Saturday evening and strike up a conversation with him. He has heard a little about "the Mormons" and is very curious about your "mass". He doesn't have time to talk, but wants to come to church in the morning. Tell him how to get there.

Like This, That etc. & Comparatives and Superlatives

Да ли	је	боље	овако?
Is it		*better*	*like this?*

?

Да ли...?
Question Particle
Да,
Yes
Зар...?
Asking as a matter of fact
Не,
No

	сам *am*	**смо** *are*
ни- *not*	**си** *are*	**сте** *are*
	је *is*	**су** *are*

добар *good*	**бољи** *better*	**најбољи** *best*
лош *bad*	**горји** *worse*	**најгорји** *worst*
брз *fast*	**бржи** *faster*	**најбржи** *fastest*
нов *new*	**новији** *newer*	**најновији** *newest*
стар *old*	**старији** *older*	**најстарији** *oldest*
леп *nice*	**лепши** *nicer*	**најлепши** *nicest*
лак *easy*	**лакши** *easier*	**најлакши** *easiest*

овако
like this
тако
like that
онако
like that (over there)
овамо
over here
тамо
over there
онамо
over there (way over there)
мисионар
missionary
жена
woman/wife

Да ли сам најновији мисионар?
Am I the newest missionary?
Да, ти си најновији мисионар.
Yes, you are the newest missionary
Не, ниси најновији мисионар.
No, you're not the newest missionary.

For superlatives, just add „нај-" to the beginning of each comparative. Each comparative and superlative is treated like an adjective.

Function: Asking about and describing objects, people, and their characteristics
Context: Asking and identifying using question words

Scenario

You are helping a less-active member move apartments and arrange furniture in the new apartment. Talk about
how to move the furniture and belongings and where they should be put in the new place.

1. Practice: Think about questions that would be useful to ask and how they could be answered. Focus on using
comparatives and in pairs practice the scenario with one missionary the less-active member and the other the missionary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are showing an investigator how to get to the church using a map. Show and explain the best
route to take.

Comparison

	Она чита	**више**	**него**	**он.**	?
	She reads	*more*	*than*	*him.*	

Да ли...?
Question Particle
Да,
Yes
Зар...?
Asking as a matter of fact
Не,
No

	Учити	**боље**		**мене**	**(нас)**
	To teach	*better*		*I*	*we*
не	**Читати**	**више**	**од**	**тебе**	**(вас)**
not	*To read*	*more*	*than (Genitive)*	*you*	*you*
	Имати	**горе**		**њега** *he*	**њих**
	To have	*worse*		**њe** *she*	*they*
	Знати	**мање**			
	To know	*less*			
	Радити	**напорније**		**ја**	**ми**
	To do	*more effective*		*I*	*we*
	Желети	**полакше**	**него**	**ти**	**ви**
	To want	*slower*	*than (Nominative)*	*you*	*you*
	Разумети	**брже**		**он** *he*	**они**
	To understand	*faster*		**она** *she*	*they*

Да ли зна он мање од њe?
Does he know less than her?
Да, он зна мање од њe.
Yes, he knows less than her.
Не, он зна више од њe.
No, he knows more than her.

Да ли он разуме боље него они?
Does he understand better than them?
Да, он разуме боље него они.
Yes, he understands better than them.
Не, он не разуме боље него они.
No, he doesn't understand better than them.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Talking about investigators

Scenario

Your district leader (вођа подручја) calls and wants to hear about your investigators. You have several at varying
degrees of progression.

1. Practice: Take a minute to think about the progressing investigators that you are currently teaching and how they
compare to other investigators you have taught. Think about how comparing them to each other can help you identify their individual strengths and needs. If needed make up additional investigators that you can compare. Look up any additional vocabulary that you might need. In pairs have one companion play the part of the district leader and the other the missionary. Ask and answer questions about your investigators.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You are teaching a family consisting of parents- Бранко (48) and Викторија (45), and then4 children:
Марко (17), Ана (12), Нико (7), and Марија (2) as well as Бранко's mother Јулија (73). Discuss with your companion how they compare to each other and identify what needs they each have.

Perfective/Imperfective

Да ли	си	прочитао	стих?
	Did you	*read*	*the verse?*

?

Да ли...?
Question Particle
Да,
Yes
Зар...?
Asking as a matter of fact
Не,
No

	сам *am*	**смо** *are*
ни- *not*	**си** *are*	**сте** *are*
	је *is*	**су** *are*

Perfective/Imperfective

прочитати/читати
to read
помолити се/молити се
to pray
дати/давати
to give
примити/примати
to receive

Мормонову Књигу
The Book of Mormon
посни принос
fast offering
о Мормоновој Књизи
about the Book of Mormon
(за) сведочанство
(for) a testimony
о Џозефу Смиту
about Joseph Smith
десетину
Tithing
Богу
To God
света писма
the scriptures
о светим писмима
about the scriptures

Да ли ћемо прочитати Мормонову Књигу?
Will we read the (whole) Book of Mormon?
Да, прочитаћемо Мормонову Књигу.
Yes, we'll read the (whole) Book of Mormon.
Не, нећемо прочитати Мормонову Књигу.
No, we won't read the (whole) Book of Mormon.

Да ли се он помолио Богу?
Did he pray to God?
Да, он се помолио Богу.
Yes, he prayed to God.
Не, он није се помолио.
No, he didn't pray to God.

Perfective and Imperfective verbs have the same meaning but Perfective is the absolute completion of doing the verb and Imperfective is the path to completion. Each verb can be used in each tense.

Function: Narrating experiences and telling stories
Context: Following up on commitments

Scenario

You met Новак, a 30-year old single man, last week tracting. He invited you in and you taught him a first lesson
and extended several commitments to him. You've come back for a second lesson with him and you want to follow-up on the commitments that you extended.

1. Practice: Think about what commitments were probably extended to Новак. Figure out how you might follow-up on those commitments. Pay particular attention to when imperfective and perfective verbs should be used.
One missionary is Новак while the other missionary plays the part of the missionary. The missionary asks about certain commitments and Новак answers his questions.

2. Re-practice: You're teaching Новак a second lesson and want to extend more commitments. Switch roles and using
future tense as well as paying attention to imperfective/perfective verbs extend several commitments to Новак.

Additional Scenario(s)

Adverb Formation

Ја	добро		читам.
I	*well*		*read.*

?

Да ли...?
Question Particle
Да,
Yes
Не,
No

Ја *I*	**Ми** *We*
Ти *You*	**Ви** *You*
Он *He* **Она** *She*	**Они** *They*

добро
well
брзо
quickly
лепо
nicely/beautifully
јако
strongly
моћно
powerfully
срећно
happily
тужно
sadly
љуто
angrily

не
don't/doesn't

читати
to read
причати
to tell
говорити
to speak
певати
to sing
подучавати
to teach
сведочити
to testify
слушати
to listen

Да ли лепо певам?
Do I sing nicely/beautifully?
Да, лепо певаш.
Yes, you sing nicely/beautifully.
Не, не певаш лепо.
No, you don't sing nicely/beautifully.

Да ли љуто говори он?
Does he speak angrily?
Да, он љуто говори.
Yes, he speaks angrily.
Не, он не говори љуто.
No, he doesn't speak angrily.

Adding neuter endings to adjectives creates adverbs

Function: Asking about and describing actions and events
Context: Describing actions at church

Scenario

You and your companion are trying hard to get more members on lessons. You have a lesson planned tomorrow
with your investigator and you are calling a member to see if they can come. You had several investigators that came to
church on Sunday and the member is trying to figure out with which investigator you have a lesson tomorrow.

1. Practice: Working in companionships with one companion being the member and the other the missionary, take a minute to think about how you could describe the investigator using adverbs.
One companion is the member while the other is the missionary; take turns asking and answering questions about the investigator using adverbs.

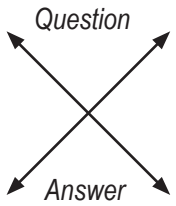
2. Re-practice: Switch roles and practice again.

Additional Scenario(s)

You are having companionship inventory. Tell your companion some things that you have noticed
about him/her.

Passive vs. Active Voice

	Да ли	**је**	**јеванђеље**			**обновљено?**		
		Is	*the Gospel*			*restored?*		
Да ли...?			**јеванђеље**		*Participle*	**обнов ити**	---->	**обновљен**
Question Particle			*gospel*			*to restore*		*restored*
Да,	**ни-**	**је**	**десетина**			**гра дити**	---->	**грађен**
Yes	*not*	*is*	*tithing*			*to build*		*built*
Зар...?			**посни пронос**			**одговор ити**	---->	**одговорен**
Asking as a matter of fact			*fast offerings*			*to answer*		*answered*
			помирење		**-ен**	**изврш ити**	---->	**извршен**
Не,			*atonement*			*to complete*		*completed*
No	**ни-**	**су**	**пророци**			**пла тити**	---->	**плачен**
	not	*are*	*prophets*			*to pay*		*paid*
			мисионари			**сле дити**	---->	**слеђен**
			missionaries			*to follow*		*followed*
			цркве			**уби ти**	---->	**убијен**
			churches			*to kill*		*killed*
			молитве			**посла ти**	---->	**послан**
			prayers		**-н**	*to send*		*sent*
			апостоли			**подучава ти**	---->	**подучаван**
			apostles			*to teach*		*taught*
					-т	**позна ти**	---->	**познат**
						to know		*known*



Да ли је Христ извршио помирење?
Did Christ complete the atonement?
Да, Христ је извршио помирење.
Yes, Christ completed the atonement.
Не, Христ није извршио помирење.
No, Christ did not complete the atonement.

Да ли је помирење извршено?
Is the atonement completed?
Да, помирење је извршено.
Yes, the atonement is completed.
Не, помирење није извршено.
No, the atonement isn't completed.

Each verb has a Passive Formation. This form is treated as an adjective is cases. (pg. 185-187 blue BCS grammar book)

Function: Asking about and describing actions and events
Context: Bearing testimony

Scenario

Дамир just got baptized last week. You and your companion have been assigned to teach him the new member
lessons. You have a lesson with him today and you want to teach him about prophets and the great apostasy.

1. Practice: Take a minute to plan a 5-minute lesson for Дамир about prophets and the great apostasy. Look up any
additional vocabulary you might need and focus on correctly using passive voice.
One missionary teaches the other missionary (Дамир) for about 5 minutes about prophets and the great apostasy using passive voice.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

It is fast Sunday and you feel the need to get up and bear your testimony. Share your testimony using
as much passive voice as possible.

Future II

Кад		**будеш**	**стигао**	**кући,**	**причаћемо.**
When		*you have*	*arrived*	*home,*	*we'll talk.*

Past Tense Form of…

Ако		**бивати**	**стићи**	**кући**	**добити**	?
If		*Future II/to be*	*to arrive*	*(to) home*	*to get/receive*	
Чим		**будем** / *I have* — **будемо** / *we have*	**доћи**	**цркви**	**примити**	
As soon as			*to come*	*(to) church*	*to receive*	
Кад	**не**	**будеш** / *you have* — **будете** / *you have*	**примити**	**Мормонова Књига**	**јести**	**(+ хтети)**
When	*not*		*to receive*	*The Book of Mormon*	*to eat*	
		буде / *he/she/it has* — **буду** / *they have*	**јести**	**благослов**	**дати**	
			to eat	*blessing*	*to give*	
			дати	**храна**	**подучавати**	
			to give	*food*	*to teach*	
			подучавати	**сведочанство**	**свирати**	
			to teach	*testimony*	*to play (an instrument)*	
			свирати	**клавир**	**играти**	
			to play (an instrument)	*piano*	*to play (a game)*	
			играти	**игра**		
			to play (a game)	*game*		

Кад будете примили сведочанство, да ли ћете се крстити?
When you have received a testimony, will you be baptized?
Да, хоћу.
Yes, I will.
Не, нећу.
No, I won't.

Ако будем дошао, да ли ћеш да свираш клавир?
If I come, will you play the piano?
Да, свираћу клавир ако будеш дошао.
Yes, I'll play the piano if you come.
Не, нећу да свирам клавир чак и ако ћеш да дођеш.
No, I won't play the piano even if you come.

In the future, the event WILL be complete. The present is the here and now. Future II is what's happening TOWARDS what will be done.
For example: "Call me when you get home."
The person is not home yet, but as soon as he/she gets home, you want him/her to call you. The call WILL be made, the path of going home is Future II.

Function: Asking about and describing actions and events
Context: Interacting with members and investigators

Scenario

Иво is an 18-year old English class student that you've just recently agreed to learn about the church. You just
finished teaching him about the Restoration and gave him his own copy of the Book of Mormon. Extend Commitments and promise blessings using Future II. *Иво* also has a lot of questions for you about what will happen if he does certain things.

1. Practice: Read "Promise People Blessings" on p. 197 of Preach My Gospel. Think about some commitments that
would be important for *Иво* and what will happen if he keeps these commitments. Also consider what questions and concerns *Иво* might have about the commitments. Look up any additional needed vocabulary.
In pairs have one missionary play the part of Ivo and the other the missionary. Practice extending
commitments and promising blessings. Have *Иво* ask questions using Future II phrases from the display.

2. Re-practice:

Additional Scenario(s)

Требати

Да ли **ми** **треба** **књига.**
To me *need* *a book.*

?

ми *me*	**нам** *us*
ти *you*	**вам** *you*
му *him* **њој** *her*	**им** *them*

Enclitic Dative Pronouns

Да ли...?
Question Particle
Зар...?
Asking as a matter of fact
Answer
Да,
Yes,
No,
Не,

не
don't/doesn't

треба
singular

требају
plural

ми *me*	**нам** *us*
ти *you*	**вам** *you*
му *him* **њој** *her*	**им** *them*

Enclitic Dative Pronouns

	хлеб *bread*
singular	**храна** *food*
	млеко *milk*
	помоћ *help*
	оловке *pencils*
plural	**белешке** *notebooks*
	књиге *books*

Да ли нам треба хлеб?
Do we need bread?
Да, треба нам хлеб.
Yes, we need bread.
Не, не треба нам хлеб.
No, we don't need bread.

Да ли му требају белешке?
Does he need notebooks?
Да, требају му белешке.
Yes, he needs notebooks.
Не, не требају му белешке.
No, he doesn't need notebooks.

The nouns are the subject of the sentence when using "требати", therefore they take on the nominative case. The verbs match the nouns, singular and plural.

Function: Asking about and expressing desire, need, preference, ability, intention, or purpose
Context: Discussing needs of investigators

Scenario

You and your companion are discussing the needs of your investigators, what they need to do/feel: Дањела-
a 50-year old sailor who believes all religions are good and Maja, a young college student who was raised Catholic, but
feels there are a lot of problems in the Catholic Church.

1. Practice: Read "Adjust Your Teaching to Meet Needs" on p. 177 of Preach My Gospel. Take a minute to discuss in
English with your companion the possible needs of Дањела and Maja.
Look up any additional vocabulary you might need.
Discuss the needs Дањела.

2. Re-practice: Discuss the needs of Maja.

Additional Scenario(s)

You want to become more involved with helping the members, talk to the branch president about the
needs of the members of the branch. Take turns asking and answering questions.

Ifs (Ако, Да)

	Идемо	**у цркву**	**ако**	**аутобус**		**стигне.**
	We go (are going)	*to (into) church*	*if*	*the bus*		*arrives.*
						?
Да ли...?	**Идемо**	**у цркву**		**аутобус**		**стигне**
Question Particle	*We go*	*to (into) church*		*bus*		*arrives*
Зар...?	**Дођемо**	**на богослужење**	**ако**	**мој гуштер**	**не**	**дође**
Asking as a matter of fact	*We come*	*to (onto) (church) service*	*if*	*my greenie*	*doesn't*	*comes*
не	**Путујемо**	**на састанак**		**наш истраживач**		**одлази**
not	*We travel*	*to (onto) the meeting*		*our investigator*		*leaves*
Да,		**на час**		**ауто**		**крене**
Yes,		*to (onto) class*		*car*		*moves*
Не,						
No,						

	Ишли бисмо	**у цркву**	**да**	**је стигао**		**аутобус.**
	We would have went (gone)	*to (into) church*	*if*	*had arrived*		*the bus.*
не	**Дошли бисмо**	**у цркву**		**је стигао**	**не**	**аутобус**
not	*We would have come*	*to (into) church*		*had arrived*	*doesn't*	*bus*
	Путовали бисмо	**на богослужење**	**да**	**је дошао**		**мој гуштер**
	We would have traveled	*to (onto) (church) service*	*if*	*had come*		*my greenie*
	Ишли бисмо	**на састанак**	*(factually didn't)*	**је отишао**		**наш истраживач**
	We would have went (gone)	*to (onto) the meeting*		*had left*		*our investigator*
		на час		**је кренуо**		**ауто**
		to (onto) class		*had moved*		*car*

Да ли бисмо ишли на састанак да је дошао ауто?
Would we have gone to the meeting if the car had come?
Да, ишли бисмо на састанак да је дошао ауто.
Yes, we would have gone to the meeting if the car had come.
Не, не бисмо ишли на састанак да је дошао ауто.
No, we wouldn't have gone to the meeting if the car had come.

Да ли путујемо на час ако наш истраживач дође?
Are we traveling to class if our investigator comes?
Да, путујемо на час ако наш истраживач дође.
Yes, we're traveling to class if our investigator comes.
Не, не путујемо на час ако наш истраживач дође.
No, we're not traveling to class if our investigator comes.

Function: Asking and answering questions of cause and effect
Context: Talking about travel

Scenario

Станислав and his brother said that they were going to come to church yesterday, but they never showed up. Call
Станислав and find out why they didn't come.

1. Practice: Using the grammar just learned as well as any grammar and vocabulary that you already learned, role play the phone call as companionships with one companion playing the role of Станислав and the other the missionary. Станислав gives his excuses of why they didn't come.

2. Re-practice: Now you want to invite them to Породично Кућно Вече tonight. Switch roles and using "if" reply to the
invitation to come to the church tonight.

Additional Scenario(s)

After church, a member invites you to come over for dinner. Using "if" and the other grammar in this
board display explain that you might come.

Ifs (Да ли, Уколико)

	Не знам	**да ли**	**ће**	**да**	**стигне**	**аутобус.**
	I don't know	*if*	*it will*		*arrive*	*the bus.*

?

Да ли...?
Question Particle
Зар...?
Asking as a matter of fact
Да,
Yes,
Не,
No,

Не	**знати**	**да ли**	**ће**	**да**	**стигне**	**аутобус**
not	*to know*	*if (unsurely)*	*it will*	*(verb connector)*	*arrives*	*bus*
					дође	**мој сарадник**
					comes	*my companion*
					отиђе	**истраживач**
					leaves	*the investigator*
					крене	**ауто**
					moves	*car*

Доћићемо	**у цркву**	**уколико**	**стигне**	**аутобус.**
We will come	*to (into) church*	*if*	*arrives*	*the bus.*

Доћићемо	**у цркву**		**стигне**	**аутобус**
We'll come	*to (into) church*		*arrives*	*bus*
Ићићемо	**на богослужење**	**уколико**	**дође**	**мој сарадник**
We'll go	*to (onto) (church) service*	*if (as long as)*	*comes*	*my companion*
Путоваћемо	**на састанак**		**отиђе**	**наш истраживач**
We'll travel	*to (onto) the meeting*		*leaves*	*our investigator*
	на час		**крене**	**ауто**
	to (onto) class		*moves*	*car*

Да ли знате да ли ће да дође ауто?
Do you know if the car will come?
Да, знам да ће да дође ауто.
Yes, I know the car will come.
Не, не знам да ли ће да дође ауто.
No, I don't know if the care will come.

Да ли ћемо да идемо на час уколико отиђе ауто?
Will we go to class if the car leaves?
Да, ићићемо на час уколико отиђе ауто.
Yes, we'll go to class if the car leaves.
Не, не ћемо да идемо на час уколико отиђе ауто.
No, we won't go to class if the car leaves.

Function: Asking and answering questions of cause and effect
Context: Talking about travel

Scenario

It's Saturday night and you are calling to invite investigators to church. Discuss with them if and how they are
coming to church.

1. Practice: Take a few minutes to discuss with your companion what you might say to your investigator. Look up any additional words or grammar that might be necessary or helpful.
As companionships, have one missionary "call" the other (investigator) and discuss with them if and how they will come to church.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

The branch president calls and asks if you will come to Породично Кућно Вече tonight, tell him the
conditions that you might come using "if" and the grammar covered in this board display.

Conjunctions (Како би)

	Имамо искуства *We have experiences*	**како бисмо** *so that we*	**учили.** *learn.*	?
			Past tense	
Да ли...? *Question Particle* **Да,** *Yes* **Зар...?** *Asking as a matter of fact* **Не,** *No*	**не** *not*	**Веровати у Исуса Христа** *to believe in Jesus Christ* **Имати веру** *to have faith* **Молити се** *to pray* **Читати Мормонову Књигу** *to read the Book of Mormon* **Држати заповести** *To keep the commandments* **Имати искуства** *To have experiences*	**како бих** *so that I* **како бисмо** *so that we* **како бисте** *so that you* **како би** *so that* *you, he, she, it, they*	**крстити се** *to be baptized* **примити дар светог духа** *to receive the gift of the Holy Ghost* **примити одговоре** *to receive answers* **радити** *to work* **читати** *to read* **послушати Бога** *to obey God* **покајати се** *to repent* **учити** *to learn*	

Да ли се молимо како бисмо се покајали?
Do we pray so that we can repent?
Да, молимо се како бисмо се покајали.
Yes, we pray so that we can repent.
Не, не молимо се како бисмо се покајали.
No, we don't pray so that we can repent.

Да ли држите заповести како бисте се крстили?
Do you keep the commandment so that you can be baptized?
Да, држим заповести како бих се крстио.
Yes, I keep the commandment so that I can be baptized.
Не, не држим заповести како бих се крстио.
No, I don't keep the commandments so that I can be baptized.

Function: Asking and answering questions of cause and effect
Context: Discussing beliefs

Scenario

You have been teaching Дањела, a middle-aged father, for a few weeks now. He accepts everything you share,
but is slow to keep commitments. Teach him the importance of acting in order to receive a testimony and the blessings that God has promised.

1. Practice: Take a few minutes to think about what you might share with Дањела. Find a scripture that you could share with him. Look up any additional vocabulary that you might need.
In pairs or threes, have one missionary play the part of Дањела while the other is the missionary, or have a companionship together teach "Дањела". Share your scripture with Дањела and teach him why it is so important to act.

2. Re-practice: Switch roles or mix up the companionships and re-practice.

Additional Scenario(s)

You are talking to Горан, a recent convert who has been struggling lately. He asks you why life is so
hard and why certain things have to happen. Using the grammar and vocabulary just learned as well as other grammar and vocabulary already learned, address his concerns.

Conjunctions (Prepositions)

		Верујемо *We believe*	**пре него што** *before*	**се крстимо.** *we get baptized.*	?
Да ли...? *Question Particle* **Да,** *Yes* **Зар...?** *Asking as a matter of fact* **Не,** *No*	**не-** *not*	**Веровати у Исуса Христа** *to believe in Jesus Christ* **Имати веру** *to have faith* **Молити се** *to pray* **Читати Мормонову Књигу** *to read the Book of Mormon* **Држати заповести** *To keep the commandment*	**пре него што** *before* **након што** *after* **од тога што** *from* **као што** *like* **тако што** *so that* **због тога што** *because*	**крстити се** *to be baptized* **примити дар светог духа** *to receive the gift of the Holy Ghost* **примити одговоре** *to receive answers* **радити** *to work* **читати** *to read* **послушати Бога** *to obey God* **покајати се** *to repent*	

Да ли се молимо тако што се покајамо?
Do we pray so that we can repent?
Да, молимо се тако што се покајамо.
Yes, we pray so that we can repent.
Не, не молимо се тако што се покајамо.
No, we don't pray so that we can repent.

Да ли држите заповести након што се крстите?
Are you keeping the commandments after you get baptized?
Да, држим заповести након што се крстим.
Yes, I'm keeping the commandments after I get baptized.
Не, не држим заповести након што се крстим.
No, I'm not keeping the commandments after I get baptized.

Prepositions can be compound conjunctions when followed by a verb (ex. **пре ---> него што***).*

Function: Asking and answering questions of cause and effect
Context: Proclaiming beliefs

Scenario

You are meeting with your investigator, Верица. You've been meeting with her for almost a month now.
Previously, she was keeping commitments and seemed to be progressing. Lately though, she hasn't been reading or willing to commit to anything. She says that she is waiting for a sign before she does anything else.

1. Practice: Take a few minutes to think about what you might share with Верица. Find a scripture that you could share with her. Look up any additional vocabulary that you might need.
Share your scripture with Верица and teach about the order of things.

2. Re-practice: Верица seems to understand that she can't just wait for a sign, but now she's decided that reading and
keeping the commandments are something that she doesn't need to do until after baptism. Switch roles and practice addressing Верица's new concerns.

Additional Scenario(s)

In Sunday school the teacher asks you to give a quick 5-minute overview of the Plan of Salvation.
Using conjunctions briefly explain the plan.

Conjunctions (Који)

Ово		**је**	**истина**		**коју**		**тражим.**	
This		*is*	*the truth*		*which*		*I search*	

Да ли...? *Question Particle*
Да, *Yes*
Зар...? *Asking as a matter of fact*
Не, *No*

Ово			**књига**				**имам**	?
This			*book*				*I have*	
То			**вера**				**желим**	
That		**је**	*faith*				*I want*	
Оно		*is*	**јеванђеље**			**не**	**подучавам**	
That (over there)			*gospel*			*not*	*I teach*	
			пророк				**примим**	
			prophet				*I receive*	
			истина				**читам**	
	ни-		*truth*				*I read*	
	not		**поруке**				**тражим**	
			messages				*I search*	
			одговори				**поделим**	
		су	*answers*				*I share*	
		are	**истраживачи**				**знам**	
			investigators				*to know*	
			света писма					
			scriptures					

which (acc.)

	singular	*plural*
M	**кога** / **који**	**које**
F	**коју**	**које**
N	**које**	**која**

Да ли је ово књига коју читаш?
Is this the book you're reading?
Да, то је књига коју читам.
Yes, that's the book I'm reading.
Не, то није књига коју читам.
No, that's not the book I'm reading.

Да ли су они истраживачи које подучаваш?
Are those the investigators you're teaching?
Да, они су истраживачи које подучавам.
Yes, those are the investigators I'm teaching.
Не, нису истраживачи које подучавам.
No, those aren't the investigators I'm teaching.

Koju is used to make the connection to exactly what the person is talking about. This form of koju is specified for the accusative case.

Function: Asking and answering questions of cause and effect
Context: Sharing an experience

Scenario

You have a lesson with Анте, a middle-aged Catholic man. You met him on the street yesterday and he seems
very curious about what you believe and why it seems so important to you.

1. Practice: Think about why the gospel is important to you personally and how it has changed your life. Using "који" and other grammar and vocabulary that you already know. Share with Анте for a few minutes what the gospel is to you.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Нико, a 5-year old son of a member is talking to you after church. He loves to ask questions about
everything. Figure out how to correctly use "који" and then use it as much as possible as you ask and answer questions.

Conjunctions (Which)

	Верујеш	**што**	**радиш.**	?
	You believe	*which*	*you do.*	

Да ли...?
Question Particle
Да,
Yes
Зар...?
Asking as a matter of fact
Не,
No

	Верујеш		**знаш**
	You believe		*you know*
не	**Читаш**	**што**	**имаш**
not	*You read*	*which/that*	*you have*
	Волиш		**радиш**
	You like		*you do*
	Знаш		**желиш**
	You know		*you want*
	Радиш	**да**	**читаш**
	You do	*that*	*you read*
	Желиш		**подучаваш**
	You want		*you teach*
			волиш
			you like

Да ли знаш да читам?
Do you know that I read?
Да, знам да читаш.
Yes, I know that you read.
Не, не знам да читаш.
No, I don't know that you read.

Да ли радиш што подучаваш?
Do you do what you teach?
Да, радим што подучавам.
Yes, I do what I teach.
Не, не радим што подучавам.
No, I don't do what I teach.

Function: Asking and answering questions of Cause and Effect
Context: Discussing beliefs

Scenario

You have a lesson with Владимир. This is your second time meeting with him. Find out how he is feeling about the
gospel and follow up on his commitments of reading and praying.

1. Practice: Work in pairs and think of what you could ask Владимир to find out how he is feeling about what you have taught. Using the conjunctions just learned, ask Владимир questions to find out where he is in his progression.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Томислав owns the internet café where you go to email. He is curious about why you are here so far
from home. He seems to think that you must have been forced to come and is doubtful of your personal conviction to the work. He asks lots of questions to find out if you really believe what you teach.

Verbal Adverbs

		Почећемо	**певајући**				**песму.**
		We'll begin	*by singing*				*a song.*
							?
Да ли...?		**Почећемо**	**крст <u>ити</u>**	---->	**крст<u>ећи</u>**		**песму**
Question Particle		*We'll begin*	*to baptized*		*by baptizing*		*song*
Да,	**не**	**Завршићемо**	**потврд <u>ити</u>**	---->	**потврд<u>ећи</u>**		**човека**
Yes	*not*	*We'll finish*	*to confirm*		*by confirming*		*man*
Зар...?		**Молићемо се**	**мол <u>ити</u> се**	---->	**мол<u>ећи</u> се**		**жену**
Asking as a matter of fact		*We'll pray*	*to pray*		*by praying*		*woman*
		Наставићемо	**ка <u>зати</u>**	---->	**ка<u>жући</u>**		**нашу сврху**
Не,		*We'll continue*	*to say*		*by saying*		*our purpose*
No		**Престаћемо**	**чит <u>ати</u>**	---->	**чит<u>ајући</u>**		**(наше) циљеве**
		We'll stop	*to read*		*by reading*		*(our) goals*
			слуш <u>ати</u>	---->	**слуш<u>ајући</u>**		**захвалност**
			to listen		*by listening*		*thanks*
			д <u>ати</u>	---->	**д<u>ајући</u>**		**химну**
			to give		*by giving*		*hymn*
			пев <u>ати</u>	---->	**пев<u>ајући</u>**		**особу**
			to sing		*by singing*		*person*
							(духовну) поруку
							(spiritual) message

Да ли ћемо да почнемо слушајући духовну поруку?
Will we begin by listening to a spiritual message?
Да, почећемо слушајући духовну поруку.
Yes, we will begin by hearing a spiritual message.
Не, не ћемо да почнемо слушајући духовну поруку.
No, we won't begin by listening to a spiritual message.

Да ли ћемо да се молимо дајући захвалност?
Will we pray by giving thanks?
Да, молићемо се дајући захвалност.
Yes, we'll pray by giving thanks.
Не, не ћемо да се молимо дајући захвалност.
No, we won't pray by giving thanks.

To make verbal adverbs, conjugate the verb into third person plural and add „ћи". In this form, verbal adverbs can be used as adjectives. (ex. „Живеће Воде"..."Living Waters")

Function: Asking and answering questions of quality, quantity, number, and sequence
Context: Conducting a meeting

Scenario

You have been asked to conduct the baptismal service for Mapa.

1. Practice: As pairs read about baptismal services in Preach My Gospel (p.208-209) and discuss what will take place at Mapa's baptism. Look up any additional vocabulary that might be necessary. Write down an outline of what will happen at the baptism.
Have one companion practice conducting the baptismal service. For this practice, go through the whole
program at once, announcing everything that will take place during the service.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

The branch president stops you before sacrament meeting asks if you'll conduct Sunday school today.
Write down an outline of what needs to be announced then practice conducting the meeting.

Aorist Tense

Да ли...?
Question Particle
Да,
Yes
Зар...?
Asking as a matter of fact
Не,
No

Ја	**нађох**	**истину.**
I	*find*	*truth.*

?

Ја *I*	**Ми** *We*
Ти *You*	**Ви** *You*
Он *He* **Она** *She*	**Они** *They*

Нефи
Nephi
Небески Отац
Heavenly Father
Исус Христ
Jesus Christ
људи
People/men
пророци
Prophets
Лехи
Lehi
Ламан и Лемуило
Laman and Lemuel

не
not

веров ати *to believe*			
очекив ати *to expect*			
чу ти *to hear*	**ј +**	**-ах** **-аше**	**-асмо** **-асте**
слуш ати *to listen*		**-аше**	**-**
чит ати *to read*			
пис ати *to write*			
зн ати *to know*	**ад +**	**-** **-е**	**-** **-**
на ћи *to find*	**ђ +**	**-е**	**-**
жел ети *to want/desire*		**-ех** **-еше**	**-есмо** **-есте**
вол ети *to like*		**-**	**-**
сведоч ити *to testify*		**-их** **-и** **-и**	**-исмо** **-исте** **-**

Христово учење
Christ's teaching
инстину
truth
друге
others
јеванђеље
the gospel
веру
faith
послушност
obedience
покајање
repentance
о Христу
of (about) Christ

Да ли Нефи знаде о Христу?
Does Nephi know about Christ?
Да, Нефи знаде о Христу.
Yes, Nephi know about Christ.
Не, Нефи не знаде о Христу.
No, Nephi doesn't know about Christ.

Just replace the underlined ending with the proper verb ending.
The Aorist Tense is scriptural language.

Function: Narrating experiences and telling stories
Context: Talk about scriptures

Scenario

You met Зоран last week and had a great first lesson with him. He is very excited about the Book of Mormon and
has already read the first 100 pages. He called you up and wanted to meet in order to discuss what he's read. He is a little
confused by all the different names and wants to make sure he understands who is who and what is going on.

1. Practice: Take some time to make sure you understand the storyline in the first part of the Book of Mormon and think of how you can describe each character.
One missionary is Зоран while the other is the missionary. Using aorist, ask and answer questions about the characters in the Book of Mormon.

2. Re-practice: Switch roles and re-practice.

Additional Scenario(s)

Using aorist, attempt to translate from English a verse of scripture.

Appendix I:

Adjectives (Prefixes, Suffixes, etc.)

Prefixes

сва - *(absolutely) every-*	**шта** *thing*
ни - *no -*	
било - *any -*	
ни - *no -*	**колико** *How much/many*
било - *any -*	
не - *some -*	

Prefixes

не - *some -*	**што** *thing*
	како *how*
сва (у*) - *absolutely every -*	**кад(а)** *when*
ни - *no -*	**који** *which*
било - *any -*	**чији** *one's*
не - *some -*	**какав** *kind (of)*
	где* *where*

Suffixes

шта *what*	
колико *however much/many*	**- год** *ever*
где *where*	
како *how*	
кад	

Other

сваки
every (adj.)

сви
everyone (adj.)

све
everything (adj.)

***Note:** "где" *is the only word that receives the* "сву". *Other than that, it follows the same pattern of prefixes as the other words.*

Appendix II:

Question Words

Ко *Who*	**је** *is*	**овај** *this*	**човек** *man*
Шта *What*	**су** *are*	**те** *those*	**књиге** *books*
Кад(а) *When*	**је** *is*	**крштење** *the baptism*	
Где *Where*	**су** *are*	**моје** *my*	**ципеле** *shoes*
Зашто *Why*	**ниси** *aren't you*	**на** *in*	**часу** *class*
Како *How*	**смо** *are we*	**данас** *today*	
Колико *How much/many*	**коштају** *cost*	**ове** *these*	**кравате** *tie*
Који *Which*	**речник** *dictionary*	**је** *is*	**мој** *mine*
Чији *Whose*	**кајш** *belt*	**је** *is*	**тај** *that*
Какав *What kind (of)*	**мисионар** *missionary*	**сам** *am*	**ја** *I*

?

Case Pronouns and Prepositions

Accusative

мене (ме) *me*	**(нас)** *us*
тебе (те) *you*	**(вас)** *you*
њега (га) *him* **њу (је, ју)** *her*	**њих (их)** *them*

шта *what* **кога** *whom*

у *into*
на *onto*
уз *up*
низ *down*
за *for*
кроз *through*

Genitive

мене (ме) *me*	**(нас)** *us*
тебе (те) *you*	**(вас)** *you*
њега (га) *him* **ње (је)** *her*	**њих (их)** *them*

чега *what* **кога** *whom*

без *without*
близу *near*
до *to/until*
из *out of/from*
код *at the place of*
од *from*
после *after*
након *after*
између *in the middle of*
пре *before*
уместо *instead of*
око *around*
због *because of*
преко *through*
против *against*
ради *for the sake of*
ван *outside*

Dative/Locative

мени (ми) *me*	**нама (нам)** *us*
теби (ти) *you*	**вама (вам)** *you*
њему (му) *him* **њој (јој)** *her*	**њима (им)** *them*

чему *what* **коме** *whom*

у *in*
на *on*
о *about*
по *by, about*
према *according to*
упркос *despite*
k, ka *to, toward*

Instrumental

мном *me*	**нама** *us*
тобом *you*	**вама** *you*
њим him **њом** *her*	**њима** *them*

чиме *what* **киме** *whom*

с, са *with*
над *above*
под *below*
пред *in front*
међу *among*
за *after*

Enclitic Word Order

Question	бити/хтети/ conditional	Dative/Locative	Genitive/ Accusative	Reflexive/Is
ли	сам си смо сте су	ми ти му јој нам вам им	ме те га ју/је нас вас их	се је
	ћу ћеш ће ћемо ћете			
	бих би бисмо бисте			
one	*two*	*three*	*four*	*five*

Note: Each enclitic has its respective order. At the beginning of each sentence or clause, this word order applies. Enclitics may NOT begin a sentence or clause, but after a word that can, the enclitic word order comes into effect.

Example:
Q. Да ли си јој га вратио?
Did you return it back to her?
A. Да, вратио сам јој га.
Yes, I returned it back to her.
A. Не, нисам јој га вратио.
No, I didn't return it back to her.

Example:
Q. Да ли ћете им ју дати?
Will you give it (the book) to them?
A. Да, даћемо им ју.
Yes, we will give it (the book) to them.
A. Не, нећемо им ју дати.
No, we won't give it (the book) to them.

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS